Texas Education Agency
Standard Application System (SAS)

2014–2017 Texas Title I Priority Schools, Cycle 3

Program authority:	P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g)	**FOR TEA USE ONLY** Write NOGA ID here:
Grant period:	August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	
Application deadline:	5:00 p.m. Central Time, May 20, 2014	Place date stamp here.
Submittal information:	**Six** complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Shayna Ortiz Sheehan: shayna.sheehan@tea.state.tx.us; (512) 463-2617	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	Vendor ID #	Mailing address line 1		
Corpus Christi Independent School District	178904	P.O. Box 110		
Mailing address line 2	**City**		**State**	**ZIP Code**
801 Leopard Street	Corpus Christi		TX	78403-0110

County-District #	Campus number and name	ESC Region #	US Congressional District #	DUNS #
178904	178904108 – Crockett Elementary School	2	27	055123988

Primary Contact

First name	M.I.	Last name	Title
Yvonne	G.	Colmenero	Executive Director of Special Programs

Telephone #	Email address	FAX #
361-695-7435	Yvonne.Colmenero@ccisd.us	361-886-9166

Secondary Contact

First name	M.I.	Last name	Title
Sharon	K.	South	Director NCLB

Telephone #	Email address	FAX #
361-695-7528	Sharon.South@ccisd.us	361-886-9166

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name	M.I.	Last name	Title
Doyne	Scott	Elliff	Superintendent

Telephone #	Email address	FAX #
361-695-7405	Scott.Elliff@ccisd.us	361-886-9109

Signature (blue ink preferred)

Date signed
5/15/2014

Texas Education Agency
¹Only the legally responsible party may sign this application.

Standard Application System (SAS)

Schedule #1—General Information

County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	☒	☐
2	Required Attachments and Provisions and Assurances	☒	N/A
4	Request for Amendment	N/A	☐
5	Program Executive Summary	☒	☐
6	Program Budget Summary	☒	☐
7	Payroll Costs (6100)	☒	☐
8	Professional and Contracted Services (6200)	☒	☐
9	Supplies and Materials (6300)	☒	☐
10	Other Operating Costs (6400)	☒	☐
11	Capital Outlay (6600/15XX)	☒	☐
12	Demographics and Participants to Be Served with Grant Funds	☒	☐
13	Needs Assessment	☒	☐
14	Management Plan	☒	☐
15	Project Evaluation	☒	☐
16	Responses to Statutory Requirements	☒	☐
18	Equitable Access and Participation	☒	☐

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Changes on this page have been confirmed with:	On this date:
Via telephone/fax/email (circle as appropriate)	By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.
Note that provisions and assurances specific to this program are listed separately in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
☒	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
☒	I certify my acceptance of and compliance with the program guidelines for this grant.
☒	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
☒	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.
☒	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all Lobbying Certification requirements.
☒	I certify my acceptance of and compliance with No Child Left Behind Act of 2001 Provisions and Assurances requirements.

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Schedule #2—Required Attachments and Provisions and Assurances	
County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

☒   I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurances that if it receives TTIPS funds to serve one or more campus that it will ensure that each campus receives all of the state and local funds it would have received in the absence of the TTIPS grant funds. As a result, an LEA must provide a TTIPS grantee campus all of the non-Federal funds the campus would have received were it not a TTIPS grantee campus, and TTIPS funds must supplement the *amount* of those non-Federal funds. Note, however, that the campus does not need to demonstrate that TTIPS funds are used only for activities that supplement those activities the campus would otherwise provide with non-Federal funds.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The LEA provides assurance that it will meet the following federal requirements: A. Use its School Improvement Grant to implement fully and effectively an intervention in each Priority or Tier I and Tier II school that the LEA commits to serve consistent with the final requirements. B. Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Priority or Tier I and Tier II school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds. C. If it implements a restart model in a Priority, Tier I or Tier II school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. D. Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality. E. Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding. F. Report to the SEA the school-level data required under section III of the final requirements.
4.	The LEA provides assurance that it will participate in any evaluation of the grant conducted by the U.S. Department of Education, including its contractors, or the Texas Education Agency, including its contractors.

5.	If the LEA/campus selects to implement the **turnaround model**, the campus **must** implement the following federal requirements.
	A. Replace the principal and grant the new principal sufficient operational flexibility (including in staffing, calendars/time, and budgeting) to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates;
	B. Use locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environment to meet the needs of students;
	  1. Screen all existing staff and rehire no more than 50 percent; and
	  2. Select new staff.
	C. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in the turnaround school;
	D. Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies;

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance
5.	E. Adopt a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability; F. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; G. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students; H. Establish schedules and implement strategies that provide increased learning time (as defined in this notice); and I. Provide appropriate social-emotional and community-oriented services and supports for students.
6.	If the LEA/campus selects to implement the school **closure model**, the campus **must** implement the following requirement. A. Enroll the students who attended that school in other schools in the LEA that are higher achieving within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available. B. A grant for school closure is a one-year grant without the possibility of continued funding.
7.	If the LEA/campus selects to implement the **restart model**, the campus **must** implement the following federal requirements. A. Convert or close and reopen the school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process. A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools. An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA. B. Enroll, within the grades it serves, any former student who wishes to attend the school.

8.	If the LEA/campus selects to implement the **transformation model**, the campus **must** implement the following federal requirements.
	1. Develop and increase teacher and school leader effectiveness.
	  (A) Replace the principal who led the school prior to commencement of the transformation model;
	  (B) Use rigorous, transparent, and equitable evaluation systems for teachers and principals that--
	    1. Take into account data on student growth as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduation rates; and
	    2. Are designed and developed with teacher and principal involvement;
	  (C) Identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so;
	  (D) Provide staff ongoing, high-quality, job-embedded professional development (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies; and
	  (E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation school.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance

8.	2. Comprehensive instructional reform strategies.
	    (A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards; and
	    (B) Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.
	3. Increasing learning time and creating community-oriented schools.
	    (A) Establish schedules and strategies that provide increased learning time; and
	    (B) Provide ongoing mechanisms for family and community engagement.
	4. Providing operational flexibility and sustained support.
	    (A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates; and
	    (B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO).

9.	An LEA with nine (9) or more priority schools, may not implement the Transformation Model in more than 50 percent of those schools.
10.	The applicant provides assurance that the LEA will designate an individual or office with primary responsibilities for supporting the LEA/campus' school improvement efforts. This individual/office will have primary responsibility and authority for ensuring the effective implementation of the grant option approved by TEA; serve as the district liaison to TEA and those providing technical assistance and/or contracted service to the LEA/campus as part of the approved grant. The applicant also provides assurance that TEA will be notified immediately of any changes to this contact.
11.	The applicant provides assurance that a team from the grantee LEA/campus will attend and participate in grant orientation meetings, technical assistance meetings, and other periodic meetings of grantees, the Advancing Improvements in Education Conference, and sharing of best practices.
12.	The applicant provides assurances that it will participate in and make use of technical assistance and coaching support provided by TEA and/or its subcontractors.
13.	The applicant will establish or provide evidence of a system of formative assessment aligned to the Texas Essential Knowledge and Skills which provides robust, targeted data to evaluate the effectiveness of the LEA's curriculum and its alignment with instruction occurring on the campus; assesses progress on student groups' academic achievement at the campus level; and guide instructional decisions by teachers for individual students.
14.	The applicant will participate in a formative assessment of the LEA's capacity and commitment to carry out the grant intervention models.
15.	The applicant will provide access for onsite visits to the LEA and campus by TEA and its contractors.
16.	The applicant, if selecting the Restart Model, agrees to contract only with CMO or EMO providers on the State's approved list of CMO and EMO providers.
17.	The applicant, if selecting the Turnaround Model or Transformation Model agrees to the participation of the campus principal or principal candidates in a formative assessment of their turnaround leadership capacity.

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Part 3: Program-Specific Provisions and Assurances

#	Provision/Assurance

18.	The LEA/campus assures TEA that data to meet the following federal requirements will be available and reported as requested.
	
	  A. Number of minutes within the school year.
	  B. Average scale scores on State assessments in reading/language arts and in mathematics, by grade, for the "all students" group, for each achievement quartile, and for each subgroup.(ethnicity, sex, disability status, LEP status, economically disadvantaged status, migrant status)
	  C. Number and percentage of students completing advanced coursework (e.g., AP/IB) early-college high schools, dual enrollment classes, or advanced coursework **and** dual enrollment classes. (High Schools Only)
	  D. College enrollment rates. (High Schools Only)
	  E. Teacher Attendance Rate
	  F. Student Attendance Rate
	  G. Student Completion Rate
	  H. Student Drop-Out Rate
	  I. Locally developed competencies created to identify teacher strengths/weaknesses
	  J. Types of support offered to teachers
	  K. Types of on-going, job-embedded professional development for teachers
	  L. Types of on-going, job-embedded professional development for administrators
	  M. Strategies to increase parent/community involvement
	  N. Types of strategies which increase student learning time
	  O. Number of teachers and principals at each performance level (proficient/non-proficient) used in the district evaluation systems for assigning teacher and principal performance ratings.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail *or* by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration Grant Management Resources page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A — Grand Total from Previously Approved Budget	B — Amount Deleted	C — Amount Added	D — New Grand Total
1.	Schedule #7: Payroll	6100	$	$	$	$
2.	Schedule #8: Contracted Services	6200	$	$	$	$
3.	Schedule #9: Supplies and Materials	6300	$	$	$	$
4.	Schedule #10: Other Operating Costs	6400	$	$	$	$
5.	Schedule #11: Capital Outlay	6600/ 15XX	$	$	$	$
6.	Total direct costs:		$	$	$	$
7.	Indirect cost (%):		$	$	$	$
8.	Total costs:		$	$	$	$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

| County-district number or vendor ID: 178904	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Corpus Christi Independent School District is committed to implementing a transformational model to increase student achievement. The reform needed to create a transformed school system will require implementing a comprehensive program comprised of the integration of three critical components: the Engage Learning Model, Professional Learning Model, and Engage Transformation Model.

Engage Learning Model (ELM)

The Engage! Learning Model (ELM) is a Texas standards-based version of Project Based Learning (PBL) infused with design thinking, addressing key components of research on effective curriculum, instruction, and assessment. Research conducted in a Stanford University study shows evidence that achievement gaps are lessened with process and problem-based curriculum and instruction. Data from two studies showed that teachers using PBL curriculum and instruction achieved a reduction in linguistic, ethnic, and class inequalities in their schools. The teaching and learning practices that teachers employed were central to the attainment of equality which indicates that efforts to close achievement gaps must go beyond curriculum and include teachers and their teaching practices (Boaler, Jo, "Learning From Teaching: Exploring the Relationship Between Reform Curriculum and Equity." Journal for Research in Mathematics Education. NCTM, 2002).

ELM curriculum is founded on a standards-aligned design process for rigorous, relevant, and engaging learning experiences for students. In this model, teachers become designers of authentic standards-based challenges grounded in the local community. Teachers and instructional leaders will take the first step in the design process by unpacking the TEKS, or standards, and creating a data-driven, district-aligned concept map framework. They will then design with the end in mind by creating relevant challenges delivered from a real audience, project requirements, and rubrics aligned to the standards. Finally, teachers design a calendar of formative and summative assessments to use throughout the five steps in the ELM to address instruction while integrating key resources including Balanced Literacy and Discovery Education. According to Marzano's work on levels of school effectiveness, a guaranteed and viable curriculum focused on enhancing student learning is a key to effective schools that enhance student success. The study references these key criteria as baseline factors in student achievement: (1) an instructional framework that develops and maintains effective instruction in every classroom, integrating Balanced Literacy, and Discovery Education; (2) a guaranteed and viable curriculum focused on enhancing student learning, (3) a standards-referenced system of reporting student progress, and (4) a competency-based system that ensures student mastery of content (Marzano Research Laboratory, "Marzano Levels of School Effectiveness." August 2012).
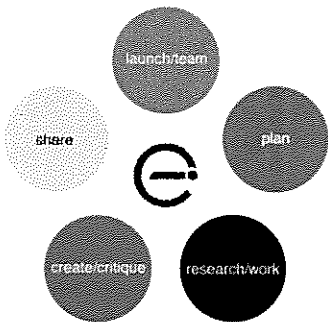
The ELM for PBL provides teachers with clear protocols for facilitation and assessment. The research on PBL is extensive and undisputed. Long-term student achievement is enhanced in a PBL platform. Engagement, attendance, discipline and College and Career Readiness (CCR) skills acquisition are positively impacted as well. The learning process is launched when the students are given the standards-aligned, relevant challenge and rubric. The students are grouped in collaborative teams, and they work together to analyze the challenge and the rubric, make a plan for their learning, create a solution and then present the solution to the challenge. Students in the ELM for PBL classrooms then utilize seamless technology applications and design-thinking to research and create those solutions following protocols facilitated by the teacher. This ensures the work is shared and the standards are mastered individually. During this research/work protocol, students also request workshops from the teacher based on needs and assessment data. Teachers deliver high-quality, small group, direct instruction as well as practice materials and resources aligned to the standards and provided in response to student needs. Finally, the students submit their solutions for critique and then, create additional iterations based on the feedback to present to the real audience.

Professional Learning Model (PLM)

Research shows little impact from training alone on teacher growth or student achievement. It is essential to student

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Schedule #5—Program Executive Summary (cont.)	
County-district number or vendor ID: 178904	Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

success that instructional leaders and teachers engage in a comprehensive series of professional development that addresses the immersive training, coaching, just-in-time learning and ongoing support teachers need to make this transformation and sustain the change so that it truly impacts teacher and student learning.

In the chart below, Joyce and Showers provide quantitative data on the impact of coaching on student achievement. Student Achievement through Staff Development:

Components of Professional Development Model	Knowledge (thorough)	Skill (strong)	Transfer (implementation)
Theory	*10%*	*5%*	*0%*
Demonstration	*30%*	*20%*	*0%*
Practice/Feedback	*60%*	*60%*	*5%*
Coaching/ Collegial Support	*95%*	*95%*	*95%*

Bruce Joyce and B. Showers. 2002. Designing Training and Peer Coaching: Our needs for learning. VA, USA, ASCD.

The PLM is driven by the Engage Coaches Academy (CA) which is a trainer-of-trainers model, which provides all of the training and resources necessary to build internal capacity and sustain the transformed learning platform. The Coaches Academy provides a team of campus administrators and teacher leaders with the resources, tools, and personalized coaching to design campus-specific professional development to monitor, adjust, and maintain the campus systems necessary to continue strengthening an ELM classroom environment and culture. In a 2-year gradual release model, the campus instructional leadership team develops the understanding of the research-based components necessary to master the Leader role in the Engage Learning Model. They participate in training to master the skills which build capacity for addressing the purpose, process, product, place, and partnerships critical to providing the school environment that most positively impacts student achievement.

Teachers and campus leaders will participate in formal training and coaching in the Collaborative Cohort professional development series. Collaborative Cohort immerses participants in ELM learning protocols to:
- design engaging, relevant challenges for students,
- facilitate standards mastery in a learner-directed, collaborative model,
- lead their campus in creating autonomous technology-integrated learning environments, communication systems, data walls, evidence-based grading, and soft skills assessment and reporting systems,
- access the resources available in the online eStudio support site, ongoing teacher learning and virtual coaching;

Engage Transformation Model (ETM)
The Engage Transformation Model (ETM) is a concise design process for campus leaders to engage their campus communities in conversations and decisions about the future for learning systems. The 5-step process includes gathering specific input from various stakeholders and building capacity within the community for making decisions about local accountability expectations and multiple pathways for learners based on solid data.

The Strategic Site Design process includes:
- facilitated dialogue open to the entire campus community,
- focus groups for every stakeholder group: students, family, community, business, staff,
- development of a Family, Community, Business Advisory and Design Team to create a framework of shared beliefs, call to action, learner profile and goals for the campus; and
- quarterly engagements with the Design Team to provide the campus with an ongoing involvement and integration of stakeholder interests and support.

The systems of communication that create meaningful partnerships and local accountability are critical for shared understanding of the ELM for PBL. Because the problems students are solving are real, community members, parents, business leaders and others can have an authentic role in the education of these learners. Communicating about the experiences requires more visual and timely mediums because the traditional methods of sending home assignments and grades no longer suffice. As a result of engaging the community in determining desired outcomes for students and communicating that data back to stakeholders, schools can be held accountable for the things that truly matter to student success in this century and to the local community/business, and family advisory.

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Schedule #6—Program Budget Summary

County-district number or vendor ID: 178904	Amendment # (for amendments only):

| Program authority: P.L.107-110 ESEA, as amended by the NCLB Act of 2001, Section 1003(g) ||

Project period: August 1, 2014 – July 31, 2017. Pre-award costs permitted from grant preliminary award date to July 31, 2014.	Fund code: 276

Budget Summary

Schedule #	Title	Class/ Object Code	3-Year Program Cost	3-Year Admin Cost	3-Year Total Budgeted Cost	Pre-Award
Schedule #7	Payroll Costs (6100)	6100	$2,736,945	$	$2,736,945	$
Schedule #8	Professional and Contracted Services (6200)	6200	$1,276,466	$	$1,276,466	$
Schedule #9	Supplies and Materials (6300)	6300	$575,752	$	$575,752	$
Schedule #10	Other Operating Costs (6400)	6400	$393,954	$	$393,954	$
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	$1,016,883	$	$1,016,883	$
	Total direct costs:		$6,000,000	$	$6,000,000	$
	Percentage% indirect costs (see note):		N/A	$		$
	Grand total of budgeted costs (add all entries in each column):		**$6,000,000**	$	$6,000,000	$

Administrative Cost Calculation

Enter the total grant amount requested:	$6,000,000
Percentage limit on administrative costs established for the program (5%):	× .05
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:	$300,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application.

Annual Budget Breakdown

Year 1	Year 2	Year 3	3-Year Total Budget Request
$2,000,000	$2,000,000	$2,000,000	*$6,000,000

Note: No more than $2,000,000 per year may be requested. *Total Budget Request above must match.

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 178904   Amendment # (for amendments only):

	Employee Position Title	Estimated # of Positions · 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Pre-Award
Academic/Instructional					
1	Teacher	2		$325,000	$
2	Educational aide			$	$
3	Tutor			$	$
Program Management and Administration					
4	Project director	1		$270,000	$
5	Project coordinator			$	$
6	Teacher facilitator			$	$
7	Teacher supervisor			$	$
8	Secretary/administrative assistant			$	$
9	Data entry clerk			$	$
10	Grant accountant/bookkeeper			$	$
11	Evaluator/evaluation specialist			$	$
Auxiliary					
12	Counselor			$	$
13	Social worker			$	$
14	Community liaison/parent coordinator			$	$
Other Employee Positions					
21	Content Coach	1		$197,000	$
22	Technology Coach	1		$197,000	$
23	PBIS Teacher	1		$162,000	$
24	Subtotal employee costs:			$1,151,000	$
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112	Substitute pay ($120X190X3)		$68,400	$
26	6119	Professional staff extra-duty pay ($150 X 238 days X 3) + incentive pay		$857,100	$
27	6121	Support staff extra-duty pay		$250,000	$
28	6140	Employee benefits ($6000 X 6 X 3=$108,000) ($1,151,000 X 13%=$149,630)(Sub and Extra Duty-1,175,500 X 13% =$152,815)		$410,445	$
29	61XX	Tuition remission (IHEs only)		$	$
30	Subtotal substitute, extra-duty, benefits costs			$1,585,945	$
31	**3-Year Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):**			$2,736,945	$

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration Grant Management Resources page.

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 178904	Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

	Expense Item Description	Grant Amount Budgeted	Pre-Award
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	$	$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	$	$
a.	Subtotal of professional and contracted services (6200) costs requiring specific approval:	$	$

Professional Services, Contracted Services, or Subgrants Less Than $10,000

#	Description of Service and Purpose	Check If Subgrant	Grant Amount Budgeted	Pre-Award
1	YouthTruth Evaluation-2 assessments- reflective of student perception to help support change in topics such as: district strategic planning, school model transition, strengthening relationships, deepening academic rigor Assessment of communication, collaboration, critical thinking, creativity, professional ethics and school climate. This evaluation will have national comparison data and will be aligned to college and career readiness skills to measure growth twice each year. ($2750 per year)	☐	$8250	$
2	Hope Survey for School Effectiveness Survey: Research-based survey tool that is used by EdVision schools and others across the nation with national comparison data; measures engagement, autonomy, learning orientation, self-efficacy for each student each year ($2000 per year)	☐	$6000	$
3	Seidlitz Education, LLC – Provides teachers with specific differentiated strategies for English Language Learners that will help build their ability to discuss and communicate academic concepts effectively .This professional development will also outline a dynamic process for structuring, planning, and facilitating a language-rich classroom.	☐	$9,900	$
4		☐	$	$
5		☐	$	$
6		☐	$	$
7		☐	$	$
8		☐	$	$
9		☐	$	$
10		☐	$	$
b.	Subtotal of professional services, contracted services, or subgrants less than $10,000:		$24,150	$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000

Specify topic/purpose/service: Engage! Strategic Design	☐ Yes, this is a subgrant

1	**Describe topic/purpose/service: Designing Transformation/ Engage! Strategic Design with community involvement. Year 1 ($25,500), Years 2 and 3 ($6375 per year). Total = $38,250** Process includes an open campus community dialogue, focus groups of family, business, community members, students, and staff, and multiple opportunities for input. The input is used with a strategic design team representing the whole campus community who creates a framework for decision-making including shared beliefs, a call to action, a learner profile, goals and strategies. Involving all the family and community in the strategic design will enhance school climate and ownership of strategies used during the transformation. A subset of the strategic design team will meet quarterly with the campus staff to discuss progress and provide input for design of locally relevant challenges to use in standards-based unit design. Besides facilitating the process, Engage! Facilitator

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leads campus in branding and communication about process.

Specify topic/purpose/service: Engage! Teacher Training

Describe topic/purpose/service: Engage! Teacher Training (Collaborative Cohort = $191.68 per day X 10 teachers X 6 days per year = $11,501 per year. Total = $34,503; Engage On-Site Training-includes all staff and campus leaders. 4 days with 2 Engage! Coaches $4950 per day = 19,800. Total = $59,400; eNet Conference Year 3 only -estimate of 20 teachers at $750 ea. = $15,000) Grand Total = $108,903

Engage Collaborative Cohort team of 10 teachers- 6 days training. Immersive training for a team of campus teacher leaders who will collaborate with other teachers from 39 other campuses in Texas in the overview of the Engage Learning Model/PBL training on designing standards-based relevant challenges and facilitating students in the five Engage! Protocols. This training each year will deepen the commitment of the teachers and the understanding of the culture and process of the ELM model. This conference training is held in Corpus Christi.

Engage! On-Site Training for whole campus each year integrates all of the transformation model components into a customized training to increase the effectiveness of all teachers and leaders and provide a foundation for coaching for the year. Goal-setting for coaching priorities is included as part of the training each year. Any new teachers to the campus will be immersed in the ELM/PBL model through this on-site training. (4 days with 2 trainers/day ($19,800 per year)
eNet Conference (held in Corpus Christi) for all teachers who have not attended a Collaborative Cohort for the immersive, collaborative experience as well as advanced topics on assessment, data analysis and differentiating for special needs learners in the model. (Year 3 Only-Estimate of 20 teachers at $750 each = $15,000)

Specify topic/purpose/service: Engage! Executive Training
Describe topic/purpose/service: Engage! Executive Coaching Collaborative Cohort team of 2 campus administrators-6 days training (218.42 per day = $2621.04 per year) Total = 7863.12; Executive Training on Systems and Communication: 10 Days in Summer ($31,250 per year-years 1 and 2 only = 20 Total days at $3,125 per day) Total = $62,500; Executive Training on Systems and Communication = 5 days -Year 3 only), Total = $15,625. Grand Total = $85,988.12

Immersive training for 2 campus leaders who will attend with a team of teachers from the campus and collaborate with other campus leaders from 39 other campuses in Texas in the overview of the Engage Learning Model/PBL training on designing the systems of communication, campus culture, and school environment that supports the ELM/PBL model. This training each year will deepen the commitment of the leaders and provide valuable networking with other leaders who are working on transformation. This conference training is held locally in Corpus Christi.
Executive Training on Systems and Communication: 10 Days in summer. The executive coach from Engage will meet with the campus leadership team for 10 days in the summer prior to the beginning of school to plan and prepare for the transformation and implementation. The focus of these days will include the schedule for the campus with collaborative planning time for teachers, extended learning time, observation schedule and opportunities for design days, an action plan for the campus learning environment, recruiting and hiring teachers, setting up appropriate monitoring systems for the implementation, setting up data collection systems and feedback loops for the model, and creating appropriate communication systems.
 Executive Training on Systems and Communication: 5 Days in summer (Year 3 only). In year 3, the time with the executive coach will be lessened due to gradual release and growth of the campus leader and the time will be focused on sustainability of systems beyond the grant period. This time will need to be increased if there has been a change in the campus leader during the 3 year cycle.

Specify topic/purpose/service: Engage! Teacher Coaching
Describe topic/purpose/service: Engage! Teacher Coaching (Collaborative Cohort = $191.68 per day X 10 teachers X 6 days per year = $11,501 per year. Total = $34,503; Coaching for peer coaching teams: gradual release (11 days coaching @ 1950/day = $21,600 in year 3 only). Total = $21,600; Classroom observation/coaching 12 days per year per teacher (36 total days @$1950/day = $70,200 per year) + Direct

Coaching/Training 12 Days per teacher per year during planning time (36 total days @ $1950/day = $70,200 per year) = $140,400 per year.   Total = $421,200.   Grand Total = $477,303

Collaborative Cohort team of 10 teachers-6 days coaching. Coaching is the key component in a successful and sustainable transformation and in ensuring that professional learning leads to teacher growth and an impact on student achievement. There is a coaching component for the 10 teachers who attend this training to ensure fidelity of data to design and facilitation.
Coaching for peer coaching teams: gradual release (Year 3 only) This coaching component is the companion to the Coaches Academy training to ensure that peer coaches trained during the Coaches Academy are ready to sustain the coaching beyond the grant period with their grade level colleagues.
Classroom observation/coaching 12 days per year per teacher (36 total days on campus) + Direct Coaching/Training 12 Days per teacher per year during planning time (36 total days on campus). An Engage coach assigned in the content area will coach each teacher of that content by observing in the classroom for use of data, differentiated instruction and intervention based on needs, assessment practices including formative assessment note-taking, classroom organization and facilitation of student-directed research, collaboration and product design. The Engage coach will facilitate a goal-setting conversation with each teacher during the on-site training in the summer and then observe and coach the teachers individually on progress towards those goals during the additional planning time during the year. The teachers will complete an online portfolio of evidence of practice using the growePortfolio system of Engage. (growe = g – goal-setting; r – reality check; o- options; w – will; e-evidence) Teachers can upload videos of classroom instruction, images, unit design, reflection, samples of formative assessment, etc. Campus leaders will shadow and calibrate with the external provider on evaluating the evidence of practice submitted by teachers in relation to the individual goals determined in collaboration with the teacher, coach, and campus leader.

Specify topic/purpose/service: Engage! Executive Coaching
Describe topic/purpose/service: Engage! Executive Coaching: Collaborative Cohort team of 2 campus administrators x 6 days coaching each ($1977 per year), Total = $5931. Executive Coaching (2 hours per week @200 per hour = $14,400 per year) Total = $43,200.   Grand Total: $49,131

The campus leaders will meet both individually and as a team with an Engage executive coach on a regular basis throughout the year to set goals, assess progress, discuss options for data collection and problem correction, make a commitment to action from each session and submit evidence to the online Engage growePortfolio for the coach to evaluate on the rubric scale for leaders. (growe = g – goal-setting; r – reality check; o- options; w – will; e-evidence

Specify topic/purpose/service: Engage! Curriculum Design
Describe topic/purpose/service: Engage! Curriculum Design: Design days in summer: 4 days with one coach per content area ($34,100 per year) Total = $102,300, Design days in school year: 1 per teacher per grading period for a total for of 5 days per year per teacher-20 total days ($39,000 per year) Total = $117,000, Virtual Coaching on Design (100 hours @$200/hour = $20,000 per year) Total = $60,000, Grand Total = $279,300

We are providing our teachers with facilitated design time to make sure they are designing based on data and high priority standards and that designs and curriculum are aligned to the TEKS at the level of depth and complexity of the standards. Engage will also assign design coaches in the content area for each teacher and work with each teacher individually on goals for design to grow them in their understanding of how to unpack the standards, determine relevance of the standards, design PBL units based on standards, identify standards-aligned content resources, and design quality formative and summative assessments. Teachers will set goals for design and the assigned coach will provide critique of unit designs to help the teachers make progress toward their design goals. Teachers will submit evidence of practice through growePortfolio online system for campus leaders and coaches to evaluate in line with the design standards. When teachers request critique in the online system, they will receive immediate feedback through virtual coaching in the system for additional ongoing, job-embedded learning.

Specify topic/purpose/service: Engage! Project Manager
Describe topic/purpose/service: Engage! Project Manager; Oversee and coordinate all phases of grant

implementation. ($25,000 per year) Total = $75,000,   Grand Total = $75,000

We will contract with Engage! for a project lead who will also be the executive coach for the campus. This will be one contact person for the campus and the district to coordinate all services provided and to provide oversight, monitoring, data collection and problem correction on the part of the external provider.

Specify topic/purpose/service: Coaches Academy-Trainer of trainers for administrators and teacher leaders. **Describe topic/purpose/service: Coaches Academy-Trainer of trainers for administrators and teacher leaders team of 12 from campus ($68,220 year 1, $70,220 year 2) Total = $138,440, Grand Total = $138,440**

In order to create a gradual release, change campus culture and sustain the transformation after the grant period, the campus will select a team of 12 campus leaders to attend the Engage Coaches Academy which is a trainer of trainer model with immersive training and coaching and access to all Engage training and coaching resources. The campus leader/teacher leader team will consist of teachers from each grade level/subject and campus administration to develop capacity internally to train new teachers to the model each year and to coach all teachers through a combination of a peer coaching and leader coaching blended system. During the Coaches Academy, all team members will become Engage Certified Coaches and will be able to sustain the transformation. The Coaches Academy team will learn how to coach in year one, shadow coaching on campus in year two and coach with an Engage! coach shadowing and providing feedback in year three. The Coaches Academy team will also participate in the strategic design process and create monitoring and feedback loops for the campus to ensure data collection and problem identification and correction throughout the implementation due to the collaboration between teachers from each grade level/subject on this team as well as administrators. This team will also meet with the family/business/community design team quarterly for updates and to inform the work of the campus.

Contractor's Cost Breakdown of Service to Be Provided		Grant Amount Budgeted	Pre-Award
Contractor's payroll costs:	# of positions: 19	$1,152,186	$
Contractor's subgrants, subcontracts, subcontracted services		$0	$
Contractor's supplies and materials		$25,033	$
Contractor's other operating costs		$75,097	$
Contractor's capital outlay (allowable for subgrants only)		$	$
	Total budget:	$1,252,316	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 178904	Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

2	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs-Technical Support		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

3	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

4	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

5	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$

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Schedule #8—Professional and Contracted Services (6200) (cont.)			

County-District Number or Vendor ID: 178904	Amendment number (for amendments only):		

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to $10,000 (cont.)

	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
7	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
8	Specify topic/purpose/service:		☐ Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		**Grant Amount Budgeted**	**Pre-Award**
	Contractor's payroll costs:	# of positions:	$	$
	Contractor's subgrants, subcontracts, subcontracted services		$	$
	Contractor's supplies and materials		$	$
	Contractor's other operating costs		$	$
	Contractor's capital outlay (allowable for subgrants only)		$	$
		Total budget:	$	$
c.	Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:		$1,252,316	$
a.	**Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:**		$1,252,316	$
b.	**Subtotal of professional services, contracted services, or subgrants less than $10,000:**		$24,150	$
c.	**Subtotal of professional services, contracted services, and subgrants greater than or equal to $10,000:**		$	$
d.	**Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:**		$	$
	(Sum of lines a, b, c, and d) 3-Year Grand total		$1,276,466	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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						Grant	
Schedule #9—Supplies and Materials (6300)							
County-District Number or Vendor ID: 178904				Amendment number (for amendments only):			
Expense Item Description							
Technology Hardware—Not Capitalized							
	#	Type	Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6399	1				$	$	$
	2				$		
	3				$		
	4				$		
	5				$		
6399	Technology software—Not capitalized					$	$
6399	Supplies and materials associated with advisory council or committee					$	$
	Subtotal supplies and materials requiring specific approval:					$	$
	Remaining 6300—Supplies and materials that do not require specific approval:					$575,752	$
	3-Year Grand total:					**$575,752**	$

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 178904		Amendment number (for amendments only):		
Expense Item Description			**Grant Amount Budgeted**	**Pre-Award**
6411	Out-of-state travel for employees (includes registration fees)		$	$
	Specify purpose:			
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.		$	$
	Specify purpose:			
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)		$	$
	Specify purpose:			
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations		$	$
	Specify purpose:			
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees		$	$
	Specify purpose:			
6429	Actual losses that could have been covered by permissible insurance		$	$
6490	Indemnification compensation for loss or damage		$	$
6490	Advisory council/committee travel or other expenses		$	$
6499	Membership dues in civic or community organizations (not allowable for university applicants)		$	$
	Specify name and purpose of organization:			
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)		$	$
	Specify purpose:			
	Subtotal other operating costs requiring specific approval:		$	$
	Remaining 6400—Other operating costs that do not require specific approval:		$393,954	$
	3-Year Grand total:		**$393,954**	$

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See TEA Guidelines Related to Specific Costs for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 178904	Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Pre-Award
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	$	$
66XX/15XX—Technology hardware, capitalized					
2	Full Netbook implementation (Year 1 and replacement upgrade for sustainability in Year 3)	1130	$330	$372,900	$
3	Technology Media:Scape Centers with monitor stands and full project sharing capability for individual project team design and creation work. (1 per classroom rolled out in year 1) at $12,996.21 each. 32" Display Monitors for Media:Scape Technology Tables @ 2 units ($400 each) per table rolled out in year 1 for a total of 64 monitors.	27	$13,797	$372,519	$
4	Interactive Response System (XE) for putting learning on display which can be used for critique and sharing in collaborative ELM/PBL model	15	$1,170	$17,550	$
5	A La Cart Tablet Security & Charging Cart. Keeps up to 32 tablets or netbooks charged. Unit is mobile and secure to protect from loss or theft while being charged.	27	$1,297	$35,019	$
6	Portable Technology Table for individual and collaborative use. Students can quickly collaborate with different project teams while keeping their device and project material with them at all times. Designed to maximize learning time and flexibility in the classroom environment.	20	$5,000	$100,000	$
7	Interactive Projectors	5	$2,000	$10,000	$
8	Interactive Response System (LE)	15	$800	$12,000	$
9	Interactive Writing Tablets	30	$2,520	$75,600	$
10			$	$	$
11			$	$	$
66XX/15XX—Technology software, capitalized					
12	eStudio Software lifetime purchase for fidelity of implementation in year 3 for project creation and storage as well as campus leader dashboard for monitoring the implementation of design and facilitation through the assessment calendar + coaching and training materials and growePortfolio.	1	$19,600	$19,600	$
13	Nepris Virtual Business Partnerships-Allows teachers to request business leaders to become expert resources and authentic audiences for students. Teachers can request topics aligned to TEKS and schedule virtual sessions to connect business professionals in the classroom through video conferencing to incorporate "real" into their projects in the learning model ($1 per student per year)	1695	$1	$1695	$
14				$	$
15			$	$	$

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16			$	$	$
17			$	$	$
18			$	$	$
66XX/15XX—Equipment, furniture, or vehicles					
19			$	$	$
20			$	$	$
21			$	$	$
22			$	$	$
23			$	$	$
24			$	$	$
25			$	$	$
26			$	$	$
27			$	$	$
28			$	$	$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				$	$
			3-Year Grand total:	$1,016,883	$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration Grant Management Resources page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	7	1%	Attendance rate	96%
Hispanic	499	94%	Annual dropout rate (Gr 9-12)	DNA
White	0	0%	Annual graduation rate (Gr 9-12	DNA
Asian	0	0%	STAAR / EOC met 2013 standard, mathematics (standard accountability indicator)	50%
Economically disadvantaged	517	97%	STAAR / EOC met 2013 standard, reading / ELA (standard accountability indicator)	51%
Limited English proficient (LEP)	116	22%	Students taking the ACT and/or SAT	DNA
Disciplinary placements	84	16%	Average SAT score (number value, not a percentage)	DNA
			Average ACT score (number value, not a percentage)	DNA

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	0	0%	No degree	0	%
Hispanic	23	77%	Bachelor's degree	21	%
White	7	23%	Master's degree	9	%
Asian	0	0%	Doctorate	0	%
1-5 years exp.	8	27%	Avg. salary, 1-5 years exp.	$42,834.00	N/A
6-10 years exp.	12	40%	Avg. salary, 6-10 years exp.	$45,939.00	N/A
11-20 years exp.	2	7%	Avg. salary, 11-20 years exp.	$48,416.00	N/A
Over 20 years exp.		%	Avg. salary, over 20 years exp.		N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	44	69	97	83	92	65	81								531
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	44	69	97	83	92	65	81								531

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	2	3	5	4	2	4	4								24
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	2	3	5	4	2	4	4								24

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Schedule #13—Needs Assessment

County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Multiple groups of parents, teachers, coaches and administrators were consulted to effectively identify the campus needs. Although the campus principal is responsible for the overall operation of the school, identifying campus strengths and needs has been a collaborative approach. It is the intent of the CCISD Board of Trustees that principals support the active participation of parents, teachers, and others through a collaborative process and the district's plan for campus-based decision making.

In campus-based decision making, the primary unit of change is the campus. To facilitate that change, a Campus Advisory Team (CAT) is established on each campus with many responsibilities to include, (1) collaboration with the principal in reviewing and revising campus improvement plans, goals, performance objectives and instructional practices and, (2) collaboration with the principal in the decision-making process in the areas of planning, budgeting, curriculum and instruction, staff development, and school climate.

At the campus level, a multi-disciplinary team, comprised of campus administrators, teachers, and instructional coaches, first disaggregated multiple data sources. The 2013 Accountability System and the campus performance on Indices 1, 2, and 3 was used to identify significant gaps. The process was completed for all students by grade level and content areas and between sub-populations within each content area tested. The gap in data was presented to the entire campus for review. Teachers were given specific subsets of student data including benchmarks, STAAR, TELPAS, and campus based assessments (CBA) to determine critical student groups that required immediate intervention. Each grade level team was divided into small groups by content area to analyze their specific content deficiencies based on multi-year data sets from benchmark and STAAR data. This process was replicated on smaller scales throughout the school year. Counselors, non-core teaching staff, and assistant principals also reviewed discipline data to identify disciplinary patterns and In School Suspension (ISS) days that could be contributing to low student achievement. This team developed strategies to help teaching pedagogy and to reduce office referrals. The campus and Special Education Coordinators reviewed IEPs to determine alignment with academic goals and implementation process. The district also conducted a campus climate survey and reached out to parents and campus staff to provide anonymous and confidential contributions of information for a broader sense of campus climate and culture. Campus climate surveys were shared with the campus principal who, in turn, shared survey results with campus staff for a broader scope and additional measure when establishing campus needs.

All staff have been advised on the grant and directly or indirectly contributed to the preparation of the application, by engaging in meaningful dialogue regarding campus needs and how best to transform and re-establish the campus as a community priority and distinguished school. The principal has encouraged and provided meaningful opportunities for the active participation of students, parents, teachers, and other stakeholders through a collaborative process and the district's plan for campus-based decision making. To facilitate change, the CAT collaborates with the principal in reviewing campus and feeder school data to develop continuous school improvement plans, goals, performance objectives and instructional strategies, collaborates with the principal in the decision-making process in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school climate. The CAT formally convened to discuss the comprehensive needs assessment, review the grant application, select a model and make recommendations regarding strategies that address the Critical Success Factors and transform the school by improving school climate, student performance, and parental involvement.

Schedule #13—Needs Assessment (cont.)	
County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 1: Process Description (cont). A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized, data sources that were reviewed and participants (including stakeholders) in the needs assessment process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Specific data reviewed included the STAAR for 2012 and 2013. This table notes the percentage point changes in STAAR student achievement in 2013 when compared to 2012.

Grade 3	Reading	Math		
Campus	↓17	↓34		
Hispanic	↓17	↓36		
Econ Disadv	↓18	↓36		
Grade 4	Reading	Math	Writing	
Campus	↓33	↓1	↓11	
Hispanic	↓32	No change	↓12	
Econ Disadv	↓30	↑1	↑11	
ELL	↓48	*	*	
Grade 5	Reading	Math		Science
Campus	↓10	↓21		↑3
Hispanic	↓13	↓22		↑3
Sp Education	↓3	*		*
Eco Disadv	↓11	↓23		↑2
ELL	↓7	↓28		*

* Indicates group was not measured both years to allow for a comparison.

Overall, when analyzing the list of various needs, the campus CNA committees determined the top five needs by taking a deeper look at student academic data and determining which needs are threaded together. The connections across the different CNA components became more apparent as the analysis continued.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	**School Organization and Campus Climate and Culture to become community oriented** Campus leaders and staff need to understand how to cultivate and nurture a school environment that develops and reflects a learning organization to become a student-centered, contributing, and welcoming pillar of the local community.	Facilitate the strategic site design process with the ETM to effectively begin creating the community-oriented process; facilitate the re-design of the learning organization to reflect common beliefs to a unified vision with goals and action plans to systemically function effectively; Create the Family, Community, Business, Advisory Team & Design Team and establish their role with the Coaches Academy (CA) Design Team to provide an ongoing feedback loop and a design advisory
2.	**Professional Development to increase teacher and leader effectiveness** Campus leaders and instructional staff need on-going, research-based professional learning that will prepare them to design relevant learning units aligned to resources needed to scaffold learning for all students, and provide a process for becoming a self-reliant organization based on professional standards and a process for meeting those standards.	Immerse campus leaders and instructional staff in the PLM where they will be learn the ELM unit design and facilitation process; Begin all CC teachers in the GROWE process for creating a professional learning portfolios based on standards for designing and facilitating ELM units; Immerse campus instructional leaders in the CA and GROWE to begin the process of creating professional learning portfolios based on standards for coaching and facilitating ELM professional development
3.	**Curriculum, Instruction, Assessment and Technology to increase student achievement** The instructional staff needs to know and understand, in its complexity, the state curriculum, innovative and engaging instructional practices, research-based, assessment processes, and current trends in the instructional applications of dynamic technology to align instructional practices, ongoing-assessments, and student learning to state academic expectations.	Immerse instructional staff in the foundational components of balanced literacy and ELM unit design process that require an alignment of standards, project requirements, and rubrics as an initial step of the unit design process; Immerse instructional staff in professional development designed with the ELM and facilitated as such to provide participants with first-hand, CCR-integrated, technology-infused experiences to analyze the purpose, frequency and formats of assessment fluid in the ELM protocols
4.	**Data to increase student achievement** Campus instructional staff need to understand how to collect data on standards and CCR skills as a natural component of the instructional practice to then analyze gaps in learning and use that data analysis to inform instruction, communication with learners, intervention needs, special program needs, alignment of resources, rubrics, workshops, communication with family and other staff, assessments, and anticipated learner needs in future unit designs to significantly increase student achievement.	Immerse instructional staff in the ELM Design steps that rely on data to inform decisions in creating ELM units that include multiple forms of assessment of standards and CCR skills; Engage instructional staff in preparing facilitation materials for ELM units to continuously integrate students and teacher participation in data collection to inform learning and multiple measures for demonstrating mastery of standards; Engage instructional staff in uniform tools designed to facilitate the data collection, analysis and dissemination process
5.	**Family and Community Involvement to increase academic and CCR expectations** Campus leaders and staff need to learn how to integrate families and the community into the school organization and learning process to create learning-centered relationships that include and rely on the contributions of families and community to create a system of learning with high expectations and multiple layers of student supports for increased student achievement in academics and CCR skills.	Immerse ELM unit designers in creating real-time, community-based learning opportunities for students that include access and exposure the members of the community associated with the real challenges; Engage community members and families in the ETM to actively participate in the strategic site design process for the school community; Create the Family, Community, Business, Advisory & Design Team and establish their role with the Coaches Academy (CA) Design Team to provide an ongoing feedback loop and a design advisory

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Schedule #14—Management Plan

County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	District Coordinator of School Improvement (DCSI) (required, internal)	The DCSI responsibly oversees the school improvement process; ensures responsiveness of LEA offices to improvement efforts; provides a direct line of communication to the superintendent, other critical LEA-level leaders, and TCDSS; addresses LEA-level barriers hindering improvement; and is a resource/mentor to administrators/campuses monitoring progress for continuous improvement.
2.	District Project Director (Internal)	This role ensures all grant activities are administered in accordance with applicable statutes, regulations, program plans, requirements and timelines; meets all local/State imposed reporting and evaluation deadlines; leads any/all evaluation TEA-required components; reports and back-ups information available to all sponsoring agencies; and maintains required records; manages all financial incentives, increased opportunities for promotion/career growth, and flexible work conditions implemented to recruit and retain highly qualified staff.
3.	Campus Content Coach (Internal)	This role provides teachers with the skills, guidance, and support essential to achieving their academic goals. He/she work with teachers and staff to clarify priorities and set milestones for success. He/she shares appropriate academic strategies, techniques, and campus resources for teachers to increase student achievement and provides feedback to the Project Director.
4.	PBIS Teacher (Internal)	The PBIS Teacher supports positive academic and behavioral outcomes on the campus is instrumental in the selection, integration, and implementation of the best research-based practices and interventions for improving outcomes for ALL students; works with families to offer resources and support for identified needs; plans with the campus for community-based partnerships.
5.	Technology Coach (Internal)	The Technology Coach will monitor and maintain the technology equipment needed to successfully implement the PBL model. This coach will help teachers integrate technology into their projects, assist students as needed, and help to build technological capacity amongst the campus staff to ensure they have the skills to achieve academic goals.
6.	Content Teacher (Internal)	The content teacher will help to lower teacher to student ratio in core content areas in most need of class-size reduction.
7.	Engage! External Consultants	Project Lead is primary contact for the district; has experience in principal supervision and training/coaching the ELM learning model. Strategic Design Facilitator has experience in engaging community members, business leaders, staff and families in strategic design process. Both have experience in campus/district administration, holding valid Texas teaching/principal certifications.
8.	Engage! External Campus Coaches	The Campus Coaches have extensive experience coaching teachers to fidelity in the project-based learning model in Texas in the context of Texas standards and accountability as well as a background and experience with Texas standards (TEKS) and assessment practices. Coaches have Texas teaching certificate(s) in the math, science, ELA, or Social Studies.
9.	Engage! External Consultants	Project Lead is primary contact for the district; has experience in principal supervision and training/coaching the ELM learning model. Strategic Design Facilitator has experience in engaging community members, business leaders, staff and families in strategic design process. Both have experience in campus/district administration, holding valid Texas teaching/principal certifications.
10.		

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 2: External Providers. Describe the process used to recruit, select and provide oversight to external providers to ensure their quality. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

After determining that CCISD was committed to utilizing a project-based learning model as the transformation model for this campus, and based on the research on the positive impact of project-based learning on student engagement and achievement, the district turned to an external provider who has been a trusted and proven partner to the district in a similar situation with a previous transformation of a TTIPS campus. Engage! Learning is a well-known provider of training and coaching for 52 Texas districts and over 200 campuses. CCISD partnered with Engage! to provide training and coaching to teachers at Miller High School in the previous 2011-12 TTIPS grant cycle. Miller High School had great success in the first and subsequent years of implementing the Engage Learning Model and the partnership with Engage. Scores increased in every subject area significantly in year one of implementation and continued to improve even as the standards were raised in year two.

According to the Texas Education Agency Preliminary 2012 Adequate Yearly Progress (AYP) Results, Miller High School made progress after the implementation of Project Based Learning. As a campus with grades 7-12, Miller's AYP results are calculated with the State of Texas Assessments of Academic Readiness (STAAR) for grades 7 and 8 and the Texas Assessment of Knowledge and Skills (TAKS) for grade 10. It is also important to note that all students in grades 7 and 8 participated in fully implemented PBL classrooms. In Reading/English Language Arts (ELA), with the exception of the African American and White groups, the percentages of students meeting a passing score increased in all measured groups of adequate size, with a notable gain in Special Education with an increase of 24 percentage points. In Mathematics, the percentages of students meeting standard **increased in all measured groups** of adequate size, with notable double-digit percentage point gains in the All Students, Hispanic, and Economically Disadvantaged groups.
The dedicated staff and students embracing PBL at Miller High School have demonstrated that PBL implementation with fidelity directly and positively affects student achievement. In Grade 10, students who participated in PBL classrooms outscored students in traditional classrooms in all 4 tested areas of TAKS, with double-digits percentage spans in ELA, Math, and Social Studies. In addition to the increase in test scores, Miller High School saw a 2.6% increase in attendance and a 10.3% decrease in discipline referrals as a result of the Engage Learning Model implementation.
Therefore, the following criteria were taken into consideration when selecting Engage! as the external provider:
- Proven history of success with the district, and specifically, with a Title I, TTIPS campus
- Proven history of success with other districts and campuses in Texas
- Texas-based company with coaches who understand the Texas standards and accountability which is critical to coaching teachers (all coaches have been teachers and administrators in Texas)
- The Engage PBL Model is a K-12 based on standards-aligned design and best practices in classroom assessment and individual standards-mastery
- Online access to a database of TEKS-aligned PBL units (over 4,000) through eStudio
- Online access to teacher support resources for just-in-time learning and virtual coaching in eStudio
- Opportunity to collaborate with other Texas campuses through Engage! trainings and through the online system
- Comprehensive system of services including training, coaching, and strategic design of systems and community engagement which can address the transformation as a whole rather than a piecemeal approach
- Commitment to coaching teachers for growth and proven success with growing teachers
- Uses coaching model based on clear standards and provides an online system for teachers and leaders to submit evidence of growth aligned to those standards which can be utilized easily for monitoring and incentives
- Provides a service to build internal capacity for sustainability of the implementation on the campus after the grant period is over (Coaches Academy – trainer of trainer model)
- Partners with other trusted service providers for the district (Lead4ward, Discovery Education) to provide an integrated solution that can be seamlessly understood and implemented by teachers

Corpus Christi ISD will provide comprehensive program oversight over the five identified needs in order to help ensure fidelity to PBL model. The District will monitor the effectiveness of the implementation by conducting classroom walkthroughs focused on key elements of the PBL model that are in line with the level of expected implementation by the teacher. In addition, the district will insure that academic goals are being met by monitoring results from all benchmark assessments and working with Engage! to adjust instruction to meet students' needs as appropriate.

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Schedule #14—Management Plan (cont.)	
County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD is committed to students and their learning. The district has adopted a STAAR Game Plan to focus on six major elements of successful practice:

- **Content Expertise** – unpacking the TEKS, vertical teaming
- **Quality Lesson Design** – 5E model, lesson cycle, scaffolding, differentiation, desk critique, reteaching/tutorial design
- **Engaging Instruction**- high-yield instructional strategies, WoW design qualities, inclusive practices, technology integration, higher-order thinking, learning styles
- **Assessment Literacy**-data digs, data response plans, informal daily assessment practices, creating unit assessments, Looking at student work
- **Literacy in the Content Areas**-low-stakes writing, interactive notebooks, learning discourse
- **Comprehensive Problem Solving** – Lone STAAR Problem Solving

As a result of the new 2013 Accountability System, the district has 18 campuses that are in "Improvement Required (IR)" and 17 that are "System Safeguards (SS)". This has initiated work with the Texas Accountability and Intervention System (TAIS) process. Teams of district staff from the Office of Curriculum and Instruction were developed to offer support to these campuses. Each IR campus team includes a PSP, a VLC Director, a Title I Specialist, three C&I coaches, and campus teachers. Each SS campus team included a VLC Director, Title I Specialist, three C&I coaches, and campus teachers. The goals set forth through the TAIS process are consistently monitored by the campus principal, director, PSP, and Title I Specialist. Interventions and strategies are adjusted based on meeting or not meeting quarterly goals. These interventions are the specific actions being taken by the teacher to increase student achievement.

When campus quarterly goals are met, the campus administrator meets with the TAIS team to adjust future goals based on the current need to reach the annual goal. This information is shared at the campus level during faculty meetings. At the district level each VLC Director reports back to the Superintendent's Leadership Team.

Campuses are using Common Formative Assessment (CFA) data, Campus Based Assessment (CBA) data, and teacher observations to track the progress of each student in a timely manner. Based on student need, teachers group students to provide differentiated instruction to close the achievement gap. District coaches and specialists are instrumental in modeling lessons and providing ideas for engaging lessons. The TAIS team meets regularly to discuss the progress of each student, teacher, and grade level.

The VLC Directors meet with principals individually on a weekly basis to address the priority of needs for the campus. Through these courageous conversations and coaching sessions, principals and directors work as a team to increase student achievement and teacher performance.

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Schedule #14—Management Plan (cont.)

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Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As a school with an Improvement Required rating on the 2012-2013 Academic Excellence Indicator System, we have partnered with district-level administrators to begin addressing professional development areas of need. With planned summer sessions on TEKS analysis and strategies for at-risk learners we anticipate being prepared to bridge into a transformational model. We have also made plans to increase learning time in math and reading to support student remediation needs. The school district has previously supported a local high school with similar efforts when they received a 1-year TTIPS grant. They are also initiating the ELM for PBL for a 3-year effort in a neighboring vertical feeder path which will create a larger population of schools transforming to the same learning platform. This, in and of itself, is creating the need for district staff to provide varied types and degrees of support.

As the campus community, we recognize the need for change that translates into improved academic achievement for all students. Furthermore, we recognize that the change needed is rooted in our campus systems and culture that we stakeholders affect. All stakeholders are dedicated to actively participating in making necessary changes to transform our community culture to create a thriving campus system.

District administration recognizes the need to:
- Operate schools based on needs assessments and with varied levels of autonomy, coaching, support and guidance
- Allow teachers and instructional staff to use district instructional materials as resources to the curriculum design process
- Help campus administrators develop their knowledge base and skills necessary to lead a campus community with shared efforts, interests, beliefs, and goals to achieve a common vision
- Create the opportunity to partner with and shadow the District Coordinator of School Improvement (DCSI) as an initial step critical to adopting the skills necessary to lead a school implementing a transformational model
- Provide consistent and frequent opportunities for district curriculum and instruction administrators to shadow campus professional development and coaching efforts during the grant period to effectively provide seamless, continued service to campus staff beyond the grant period
- Support campus efforts for multiple data sources to accurately and frequently assess reform efforts and inform subsequent efforts
- Sustain a District Showcase of Engage projects after the grant period ends
- Facilitate communication across campuses with similar learning platforms to allow students, teachers, and administrators opportunities for broader collaboration efforts
- Sustain reform efforts, supported by data, proven to have the greatest effect on increased teacher quality, leadership development, and increased student achievement

Campus administrators are dedicated to:
- Embracing the strategic site design process and the responsibilities for ongoing communications with varied stakeholders necessary to create a healthy campus culture
- Regularly meeting with the Design Team to gain multiple perspectives and interests on campus transformation activities to influence redirection where appropriate
- Frequently using multiple communication devices and media to naturally bridge school and community interests and keep all stakeholders involved and informed
- Encouraging and supporting teachers to grow with the implementation of the ELM for PBL
- Actively participating in leadership development and coaching professional development outlined in the grant activities and attain certifications necessary to create campus learning and professional development systems with the capacity to self-sustain professional learning and coaching efforts after the grant period
- Supporting, guiding, and coaching teachers as they transform traditional classroom environments into learner-focused environments with strategic use of TEKS-aligned curriculum, instruction, and assessment infused with learner autonomous opportunities and expectations of technology-rich platforms

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Schedule #14—Management Plan (cont.)	
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Part 4: Sustainability and Commitment (cont). Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Describe how the LEA will provide continued funding and support to sustain the reform after the grant period ends. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

- Creating a student-centered school where students acquire the skills necessary to direct their own learning as they engage in community-based, authentic learning challenges
- Seeking funds, after the grand period ends, to continue providing students with purposeful integration of cutting-edge technology
- Collaborating and providing guidance, after the grant period ends, to campuses in need of assistance
- Attaining Engage Leader, Coach, and Trainer certifications to support ELM/PBL sustainability

Teachers and instructional staff are committed to investing time and effort into:
- Immersing themselves in a learning platform that requires that the learner develops academic and college and career readiness skills
- Collaborating with designers to gain a deeper understanding of state academic standards and how those standards can be integrated to provide students with conceptual understandings and the interdependency of content areas
- Actively participating in the steps to design learning for students that require an analysis of standards
- Connecting learning to relevant challenges based on community situations
- Considering multiple and timely assessments to help students demonstrate mastery of standards in more than manner
- Engaging students in collaborative efforts to increase retention of standards and development of soft skills
- Providing opportunities for purposeful peer critique for informed reiterations of product designs
- Inviting authentic audiences into the learning process to help broadened students' learning experiences
- Using a common rubric for assessing students' progress on the development of soft skills
- Using common templates in the learning process to increase alignment of classroom protocols between teachers
- Aligning technology skills to project expectations and allowing for choice in the learning process, where appropriate
- Vertically and horizontally aligning academic expectations
- Participating in learning rounds to work toward implementation of the ELM for PBL with fidelity
- Attaining Engage Designer and Facilitator certifications to support the ELM for PBL sustainability
- Implementing balanced literacy

As we embrace the strategic site design process and learn how to independently use the processes throughout the grant period and beyond, we will continue to honor stakeholder beliefs and desires for sustaining and expanding the campus systems to increase academic achievement and place students on the pathway of career and college-going futures. Similarly, coaching all instructional and leadership staff toward full implementation of the ELM for PBL with fidelity will strengthen instructional and professional campus systems for self-reliance. It is with the continued efforts of a transformed school system community that we plan on ensuring that all participants remain committed to the transformation model to continue successfully educating students.

Developing the commitment of participants is intentional and inherent in the Engage! Professional Learning Model. Dan Pink in *Drive* found that adults are driven and motivated when in an organization that values autonomy, mastery, and purpose. (Pink, Daniel H. *Drive: The Surprising Truth About What Motivates Us.* New York: Riverhead Books, 2009. Print.) The ELM requires learners to work collaboratively yet with self-direction to design relevant learning units for students. This aspect of their professional practice provides the adults with the autonomy and expectations to effect the education of young learners, thus the future of our community and nation. By providing on-going coaching toward an ELM certification, participants are continuously challenged and supported to master the standards for ELM designers and facilitators.

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Schedule #15—Project Evaluation	
County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process		Associated Indicator of Accomplishment
1.	Analyze Engage Learning Model effectiveness and Professional Learning Model effectiveness using data on student growth in achievement as measured by state standardized tests annually.	1.	Individual student growth in STAAR results from 2014 to 2015; 2015 to 2016; and 2016-2017 in math and reading for 3rd-5th grade students for all students and for all student groups.
		2.	Individual student growth in proficiency on TELPAS from 2014 to 2015; 2015 to 2016; and 2016-2017.
		3.	Individual student growth in TPRI results from 2014 to 2015; 2015 to 2016; and 2016-2017 in math for K-2nd grade students.
2.	Analyze Engage Learning Model effectiveness and Professional Learning Model effectiveness using data on student growth in college and career readiness skills identified as communication, collaboration, critical thinking, creativity, professional ethics, autonomy, engagement, and self-efficacy.	1.	Individual student growth in CCR skills as measured on YouthTruth 2014 to 2015; 2015 to 2016; and 2016-2017 for grades 3-5th.
		2.	Student attendance will increase as an indicator of engagement.
		3.	Discipline referrals will decrease as an indicator of professional ethics and engagement.
3.	Analyze Professional Learning Model effectiveness using evidence of practice in growePortfolio, in observations, and in coaching conversations to determine teacher growth in understanding of the PBL/ELM model, design, facilitation, assessment and intervention practices and understanding of the standards.	1.	Increase in student achievement as indicated on STAAR and TPRI will be indicators of teacher growth.
		2.	Increase in student acquisition of college and career readiness skills as indicated on YouthTruth assessments.
		3.	Progress toward Engage Certification as Designer, Facilitator, Leader based on evidence submitted during coaching in each teacher's growePortfolio reaching a level 3 on all standards for one role each year.
4.	Analyze Professional Learning Model effectiveness using evidence of practice in growePortfolio,to determine leader growth in understanding of the PBL model, coaching design and facilitation, and developing systems to support teachers and students growth.	1.	Increase in student achievement as indicated on STAAR and TPRI and YouthTruth assessments.
		2.	Teacher certifications as Engage Certified Designers and Engage Certified Facilitators reaching 20% of staff in year 2014-15, 55% in 15-16, and 100% in 16-17.
		3.	Progress toward Engage Certification as Leader, Coach, Trainer based on evidence submitted during coaching in each leader's growePortfolio reaching a level 3 on all standards for one role each year.
5.	Analyze Designing Transformation effectiveness using data from focus groups and surveys of family, staff, students, and community.	1.	Campus will progress in measures of engagement, autonomy, hope and learning orientation as evidenced on Hope Survey annually.
		2.	Increased levels of family, staff, and community engagement will be reported on district survey on school climate and in focus groups.
		3.	Increased levels of confidence in schools of families, staff, and community will be reported on district survey on school climate and in focus groups.

Schedule #15—Project Evaluation (cont.)	
County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Describe how the district will modify its practices or policies, if necessary, to enable schools to implement interventions fully and effectively. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Student Academic Achievement

Data Collection: Data on individual student academic achievement will be collected formatively and summatively during every PBL unit using formative assessment notetaking, progress checks, and rubrics. Formal evaluation of student data will happen annually when reviewing state standardized test results for growth. Data will be disaggregated by student, classroom, student group, and campus and analyzed for growth.

Problem Identification and Correction: For individual students, if formative assessments reveal a lack of progress in mastery of the standards, teachers will take corrective action through inviting students to small group direct instruction workshops for re-teaching differentiated based on need, providing additional practice opportunities and working with students one on one to provide interventions using research-based strategies. If evaluation of student standardized assessment data shows a lack of individual student growth, a lack of growth in a particular student group, classroom group or campus overall, data will be disaggregated further to pinpoint high priority standards and the heat map for curriculum and instruction. Unit designs will be analyzed based on standards that are identified and corrections made to unit designs to better match the depth and complexity of the standards. If a particular student group has identified problems or needs based on data, a team of campus leaders will design interventions to address the problems identified.

Student Growth on College and Career Readiness Skills

Data Collection: Data on individual student growth on college/career readiness skills will be collected formatively and summatively during every PBL unit using formative assessment notetaking, progress checks, and rubrics in K-5th grades. Twice yearly we will collect student data on these skills by administering the YouthTruth survey to grades 3-5. Data will be disaggregated by skill (communication, collaboration, critical thinking, creativity, professional ethics, and autonomy) and will be analyzed for individual student growth and campus growth.

Problem Identification and Correction: If individual students are lacking growth, it is likely to be identified in the classroom during formative and summative assessments and corrections will be made including conflict resolution, additional goal-setting, re-direction to the protocols, and individual interventions. If the campus as a whole is not exhibiting growth in one or more of the skills, an intervention plan will be constructed with the leadership team to make adjustments to the rubrics and/or assess teacher fidelity in the model and make adjustments in coaching. If student growth does not correlate to classroom formative and summative assessments on the same skills, teacher coaching on effective assessment practices and design will be used as correction.

Teacher and Leader Effectiveness

Data Collection: Besides collecting data on student achievement and growth in academics and college/career readiness skills as a means of assessing teacher and leader effectiveness as outlined above, observations of classroom practice, coaching sessions with teachers and leaders, and curriculum designs will be assessed through the evidence of practice submitted in growePortfolio. Campus leaders will calibrate with Engage coaches on evaluating the evidence submitted for mastery of the standards for designers and facilitators. The District Lead will calibrate with the Engage Executive coach for evaluating evidence for the campus leader.

Problem Identification and Correction: When teachers or leaders are failing to grow toward mastery of the standards for their roles according to the expectations for level 2 mastery by the end of semester one and level 3 mastery by the end of year one, additional coaching sessions and workshop sessions will be required to address the problem. If interventions are still unsuccessful in resulting in growth, an individual, formal plan for growth will be developed. If documented evidence of growth is still lacking, the person will be removed from the campus.

School Environment

Data Collection: The Hope Survey, focus groups, and the CCISD district and campus climate survey will be used for data collection annually. Attendance data and discipline data will also be collected and analyzed on a quarterly basis for improvement.

Problem Identification and Correction: If engagement data for students, staff, community or family are not showing improvement, the Campus Strategic Design team made up of these members will create a plan for analyzing and correcting the problem. If student attendance or discipline data does not improve, the Coaches Academy team will analyze the data and interview students to identify the problem and make a plan for corrections.

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Schedule #16—Responses to Statutory Requirements	
County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 1: Intervention Model to be Implemented – Indicate the model selected by the LEA/Campus for implementation.

☒ Transformation

☐ Turnaround

☐ Closure

☐ Restart

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Part 2: Intervention Model Requirements and Timeline (TRANSFORMATION MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Fully implement a K-12 Texas academic standards-aligned PBL unit design process (challenges).	08/14	07/17
			B. Design units with a PBL model to integrate the 16 Statewide vertically aligned career clusters.	08/14	07/17
			C. Design and monitor standards-aligned and content-integrated concept maps.	08/14	07/17
			D. Utilize and integrate technology-based supports and interventions for project management, research, and project creation in each PBL unit.	08/14	07/17
			E. Cultivate a culture of critique to inform quality standards-aligned product designs.	08/14	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Administer pre-assessments to inform project based learning unit designs.	08/14	07/17
			B. Use pre-assessment and State assessment data to inform scaffolded and standards-aligned PBL units and rubrics with performance indicators that are differentiated based on student needs and aligned to the TEKS.	08/14	07/17
			C. Design differentiated rubrics for student populations in special education, bilingual, ESL, and RtI programs.	08/14	07/17
			D. Create an assessment calendar for each PBL/ELM unit, scheduling progress checks to include standards-aligned formative and summative assessments.	08/14	07/17
			E. Vertically align growth-designed, standards-based rubrics.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A. Use assessment data to determine high priority standards and design real-time PBL/local and global service learning challenges that align to the 16 Achieve Texas career clusters.	06/15	07/17
			B. Use student interest data to design "hooks" that engage students in the PBL unit challenges.	08/14	07/17
			C. Based on pre-assessment data and achievement data, design anticipated small group direct instruction workshops and scaffolding activities.	08/14	07/17
			D. Design standards aligned formative and summative assessments.	08/14	07/17
			E. Utilize data rooms to inform design and facilitation of standards-aligned units and assessments based on patterns and individual student needs.	08/14	07/17
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A. Use formative assessments to inform instructional interventions and just-in-time learning.	08/14	07/17
			B. Facilitate small group learning with desk critiques of research questions, monitoring peer instruction of research summaries, responding to interventions with differentiated online content resources and personalized workshops.	08/14	07/17
			C. Use data to identify learner gaps and address with RtI to accelerate and capture through progress checks recorded on individualized, student-owned Learner Tracking Tools.	08/14	07/17
			D. Provide resources, tailored workshops, and scaffolded activities to support English Language Learners with language acquisition skills.	08/14	07/17

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			E. Monitor academic and behavioral progress of special needs students with academic and 21st Century skills rubrics.	08/14	07/17

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2014–2017 Texas Title I Priority Schools, Cycle 3

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal who led the school prior to the commencement of the transformation model.	Provide name and date of hire for principal or date of anticipated replacement: TBD, July 1, 2014	07/14	
		2. Use rigorous, transparent, and equitable evaluation systems for principals that take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement

Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also | A. Engage the teachers and administrators in Coaches Academy leadership team in the development of an evaluation system to include student growth and development of lead standards. | 08/14 | 09/14 |
			B. Use student growth in STAAR scores as a performance measure for grades 3-5 and TPRI for grades K-2.	08/14	07/17
			C. Use student and staff growth in engagement as a performance measure.	08/14	07/17
			D. Use family and community growth in engagement as a performance measure.	08/14	07/17
			E. Use student growth in college and career readiness soft skills of: communication, collaboration, critical thinking, creativity, professional ethics, and autonomy as a performance measure.	08/14	07/17
			F. Use teacher growth in design, facilitation, and leader standards as a performance measure.	08/14	07/17
			G. Certify Coaches Academy leadership team in the Lead, Coach, and Train standards of the project based learning standards-aligned model (Engage Learning Model) using evidence of practice in growePortfolio.	03/15	07/17

				01/15	07/17
		include other measures that are rigorous and comparable across classrooms.	H. Regularly review and report on leader progress to stakeholders through family, business, community, staff Design Team quarterly meetings.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	3. Identify and reward school leaders who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Include principal in a trainer of trainer Coaches Academy for the PBL instructional model.	03/15	05/17
			B. Provide ongoing executive coaching aligned with standards for the Leader.	08/14	07/17
			C. Provide incentives based on growth of students, teachers, leaders.	07/15	07/17
			D. Assess all administrators' growth toward leader and coach standards twice annually and make changes based on results.	01/15	07/17
		4. Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement fully a comprehensive approach to substantially improve student achievement outcomes and increase high school graduation rates.	A. Engage stakeholders in a strategic site design for the campus to establish a shared purpose, vision and goals.	09/14	12/14
			B. Increase collaborative planning time for teachers to analyze data, design and provide peer critique and coaching.	08/14	07/17
			C. Redesign classroom micro-environment to facilitate the collaboration, seamless integration of technology and product creation and sharing.	10/14	10/15
			D. Employ flexible scheduling with students to provide seamless interdisciplinary integration of content and collaboration across grade levels.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	Redesigned School Calendar	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A. Employ flexible scheduling to enhance vertical alignment and multi-age grouping.	08/14	07/17
			B. Provide a Start-Up Academy to facilitate transitions to the campus for new students and their families during the summer.	08/15	08/16
			C. Use flexible scheduling to provide time for learning from community and business experts both virtually and in person.	08/14	07/17
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A. Integrate concept curriculum maps and unit designs across disciplines to increase efficiency and relevance of standards for mastery aligned to the 16 Achieve Texas career clusters.	06/15	07/17
			B. Provide Innovation Saturdays once per month where students and their families work on design challenges aligned to the high priority standards and identified student needs.	11/14	05/17
			C. Redesign school day to focus on learning time and fully support project teams, co-teaching, and more efficient use of teachers matched to strengths.	09/14	12/14
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well-rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A. Design and implement Engage PBL model units which all include local or global service components.	08/14	07/17
			B. Establish a business/parent/community design team that meets quarterly with campus to collaborate on relevant challenges for students aligned to priority standards.	01/15	5/17
			C. Integrate core content within the elective courses using the PBL/ELM design model to ensure relevance and efficient mastery through application.	08/14	07/17

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		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A. Provide additional planning time within each school day for teachers to collaboratively design across subjects on grade level, to provide opportunities for teachers to attend embedded workshops and coaching time during the school day and to observe peers to learn.	08/14	07/17
			B. Provide facilitated design days once per grading period for teachers to meet vertically and horizontally.	09/14	03/17
			C. Host an "Ed Camp" on site and invite teachers from across the district to share challenges of practice and collaborate including a showcase of best practices.	05/15	05/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	1. Provide ongoing mechanisms for family engagement	A. Engage students, staff, family, and community in a strategic design process for the campus.	09/14	12/14
			B. Provide Innovation Saturdays for students and their families to work on design challenges together once per month.	11/14	05/17
			C. Employ a family, community and business design team for collaborating with teachers on design of relevant challenges for students to master the standards and for authentic audiences in PBL unit designs.	01/15	05/17
			D. Consistently use family communication template for each unit to share challenge brief and rubric and solicit participation.	09/14	05/17
			E. Meet quarterly with family, business, community Design Team for monitoring and progressing strategic site plan.	01/15	06/17
		2. Provide ongoing mechanisms for community engagement	A. Engage students, staff, parents, and community in a strategic design process for the campus.	09/14	12/14
			B. Employ a family, community and business design team for collaborating with teachers on design of relevant challenges for students to master the standards and for authentic audiences in PBL unit designs	01/15	05/17
			C. Meet quarterly with family, business, community Design Team for monitoring and progressing strategic site plan.	01/15	06/17
			D. Engage community and business partners in launching units, as expert resources, and as authentic audiences.	09/14	05/17
			E. Provide opportunities for students to experience on-site research and field experiences in community and business organizations related to the	10/14	05/17

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			standards-based PBL/ELM challenges.		

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve School Climate	*Improve School Climate*	Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization.	A. Provide Engage Collaborative Cohort Training for all teachers and administrators to learn the ELM/PBL model.	08/15	07/17
			B. Provide Engage Coaches Academy training for a team of 12 administrators and teacher leaders to build internal capacity for gradual release of training and coaching responsibilities.	03/15	07/17
			C. Provide ongoing, individualized, job-embedded Coaching for each teacher with GROWE Process and Portfolio leading toward Engage Certification and based on individual needs.	08/14	06/17
			D. Provide ongoing, job-embedded Executive training and Coaching for all campus administrators.	08/14	07/17
			E. Facilitate a site-based Strategic Design (Designing Transformation) process involving all stakeholders.	09/14	12/14

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Use rigorous, transparent, and equitable evaluation systems for teachers that Take into account data on *student growth* as a significant factor as well as other factors such as multiple observation-based assessments of performance and ongoing collections of professional practice reflective of student achievement and increased high school graduations rates; and are designed and developed with teacher and principal involvement Definition: *Student growth* means the change in achievement for an individual student between two or more points in time. For grades in which the State administers summative assessments in reading/ language arts and mathematics, student growth data must be based on a student's score on the State's assessment under section 1111(b)(3) of the ESEA. A State may also include other measures that are rigorous and comparable across classrooms.	A. Engage the teachers and administrators in Coaches Academy leadership team in the development of an evaluation system to include student growth and development of Designer/Facilitator standards.	08/14	09/14
			B. Use student growth in TELPAS and STAAR scores as a performance measure for grades 3-5 and TPRI for grades K-2.	08/14	07/17
			C. Use student and staff growth in engagement as a performance measure.	08/14	07/17
			D. Use family and community growth in engagement as a performance measure.	08/14	07/17
			E. Use student growth in college and career readiness soft skills of: communication, collaboration, critical thinking, creativity, professional ethics, and autonomy as a performance measure.	08/14	07/17
			F. Use teacher growth in design, facilitation, and leader standards based on evidence of practice in growePortfolio as a performance measure.	08/14	07/17
			G. Certify Coaches Academy leadership team in the Lead, Coach, and Train standards of the project based learning standards-aligned model (Engage Learning Model) using evidence of practice in growePortfolio.	03/15	07/17
			H. Regularly review and report on teacher progress to stakeholders using evidence and reporting available in growePortfolio.	01/15	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	2. Identify and reward teachers and other staff who, in implementing this model, have increased student achievement and high school graduation rates and identify and remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so.	A. Utilize bright spots and featured designers functions of the leader dashboard in eStudio to highlight and recognize teachers and other staff who are having an impact.	10/14	06/17
			B. Provide incentives to teachers who show growth in designer and facilitator standards as evidenced in growePortolio individually, as a grade level/subject and as a campus to encourage collaboration and peer sharing and coaching with a growth mindset.	07/15	07/17
			C. Provide incentives to teachers for student growth by classroom, for the grade level/subject, and for the campus to encourage collaboration and peer sharing and coaching with a growth mindset.	07/15	07/17
			D. Assess all teachers' growth toward performance standards twice annually and make changes based on results.	01/15	05/17
		3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.,* regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to	A. Train all staff in the Engage PBL Model, Engage Design Model in a collaborative, immersive training setting.	08/14	07/17
			B. Provide individualized, job-embedded coaching on facilitation of the PBL/ELM model using the growe process and the growePortfolio.	08/14	07/17
			C. Provide individualized, subject specific coaching on design that includes assessment practices, community-based relevance for designing challenges, and deep understanding of the standards.	08/14	07/17
			D. Provide teacher leaders with Coaches Academy training and coaching to become peer coaches for internal sustainability.	03/15	07/17

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		ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	E. Provide SIOP and PBIS training and embed coaching on SIOP and PBIS strategies in ongoing coaching sessions.	08/14	07/17
			F. Create PLCs for professional reading/study, strategy development and data analysis utilizing data rooms.	08/14	07/17

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CSF	Turnaround Principle	Federal Transformation Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation / turnaround school.	A. Provide a selected group of teacher leaders based on growth with Coaches Academy training and coaching to become Engage Certified peer coaches for internal sustainability and include extra duty pay and/or release time.	03/15	07/17
			B. Provide incentives to teachers for student growth by classroom, for the grade level/subject, and for the campus to encourage collaboration and peer sharing and coaching with a growth mindset.	07/15	07/17
			C. Engage teachers who exhibit growth in the model in designing an incentive program based on autonomy, flexible work conditions, and career opportunities.	06/15	06/15
			D. Create a teacher profile as part of the strategic design process and use to recruit, interview and place new teachers to the campus ensuring retention with increased coaching.	09/14	12/14

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	1. Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with State academic standards.	A.		
			B.		
			C.		
			D.		
			E.		
		2. Promote the continuous use of student data (such as from formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.	A.		
			B.		
			C.		
			D.		
			E.		

Schedule #16—Responses to Statutory Requirements					

County-district number or vendor ID:			Amendment # (for amendments only):		

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	1. Replace the principal.	*Provide name and date of hire for principal or date of anticipated replacement:*		
		2. Grant principal sufficient operational flexibility (including in staffing, calendars / time, and budgeting) to implement a fully comprehensive approach in order to substantially improve student achievement outcomes and increase high school graduation rates.	A.		
			B.		
			C.		
			D.		
			E.		
		3. Adopt a new governance structure, which may include, but it not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability	A.		
			B.		
			C.		
			D.		
			E.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Learning Time	*Redesigned School Calendar*	1. Establish schedules and strategies that provide increased learning time (using a longer day, week or year)	A.		
			B.		
			C.		
		2. Provide additional time for instruction in core academic subjects including English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography.	A.		
			B.		
			C.		
		3. Provide Additional time for instruction in other subjects and enrichment activities that contribute to a well rounded education, including, for example, physical education, service learning, and experiential and work based learning opportunities that are provided by partnering, as appropriate, with other organizations.	A.		
			B.		
			C.		
		4. Provide additional time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects.	A.		
			B.		
			C.		

Schedule #16—Responses to Statutory Requirements					

County-district number or vendor ID: | Amendment # (for amendments only):

Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	Provide appropriate community-oriented services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		
Improve School Climate	*Improve School Climate*	Provide appropriate social-emotional services and supports for students.	A.		
			B.		
			C.		
			D.		
			E.		

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Part 2: Intervention Model Requirements and Timeline (TURNAROUND MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	1. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, screen all existing staff and rehire no more than 50 percent.	A.		
			B.		
			C.		
			D.		
		2. Using locally adopted competencies to measure effectiveness of staff who can work within the turnaround environment to meet the needs of students, select new staff.	E.		
			F.		
			G.		
			H.		

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CSF	Turnaround Principle	Federal Turnaround Requirement	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	3. Provide staff ongoing, high quality, job-embedded professional development (*e.g.,* regarding subject specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction) that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching and learning and have the capacity to successfully implement school reform strategies.	A.		
			B.		
			C.		
			D.		
			E.		
		4. Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a turnaround school.	A.		
			B.		
			C.		
			D.		

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Part 2: Intervention Model Requirements and Timeline (RESTART MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Restart Model Requirements: A restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, charter management organization (CMO), or an education management organization (EMO) that has been selected through a rigorous review process (A CMO is a non-profit organization that operates or manages charter schools by centralizing or sharing certain functions and resources among schools, An EMO is a for-profit or non-profit organization that provides "whole-school operation" services to an LEA.) A restart model must enroll, within the grade a it serves, any former student who wishes to attend the school.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	*Strengthen the School's Instructional Program*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	*Use of Data to Inform Instruction*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	*Redesigned School Calendar*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	*Improve School Climate*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	A.		
		B.		
		C.		
		D.		
		E.		

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Part 2: Intervention Model Requirements and Timeline (CLOSURE MODEL)– Indicate the activities selected for implementation to fulfill each federal requirement of the selected intervention. The anticipated timeline for implementation of each activity should also be included.

Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Improve Academic Performance	Strengthen the School's Instructional Program	A.		
		B.		
		C.		
		D.		
		E.		
Increase Use of Quality Data to Inform Instruction	Use of Data to Inform Instruction	A.		
		B.		
		C.		
		D.		
		E.		

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Federal Closure Model Requirements: School closure occurs when an LEA closes a school and enrolls the students who attended that school in other schools in the LEA that are higher achieving. These other schools should be within reasonable proximity to the closed school and may include, but are not limited to, charter schools or new schools for which achievement data are not yet available.

CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Leadership Effectiveness	*Providing strong leadership*	A.		
		B.		
		C.		
		D.		
		E.		
Increase Learning Time	*Redesigned School Calendar*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Parent / Community Engagement	*Ongoing Family and Community Engagement*	A.		
		B.		
		C.		
		D.		
		E.		
Improve School Climate	*Improve School Climate*	A.		
		B.		
		C.		
		D.		
		E.		

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CSF	Turnaround Principle	Strategy / Intervention	Begin Date MM / YY	End Date MM / YY
Increase Teacher Quality	*Ensure Effective Teachers*	A.		
		B.		
		C.		
		D.		
		E.		

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 3: District Capacity: Describe the actions the district has taken, or will take, to determine its capacity to provide adequate resources and related support to the applicant priority school in order to implement, fully and effectively, the required activities of the school intervention model it has selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CCISD is committed to supporting the transformation model of the PBL for ELM at this school by evaluating capacity and putting systems in place to address necessary support in order for these campuses to fully implement the model.

The **campus leader** will be a critical element to successful implementation. The district is committed to replacing the current campus principal and additional administrators, if applicable, with campus leaders who will have the ability to lead the implementation. To this end, the district is utilizing a set of interview questions aligned to the critical components in the transformation model and this principal will be in place in early summer. The district is also committed to monitoring the progress of the campus under the direction of the new campus leader and supporting the growth of that leader, recognizing the progress of the campus under the new leadership, rewarding positive steps, identifying problems, making corrections, and if necessary, removing the new campus leader or leaders if it becomes necessary for the benefit of the campus to truly transform.

The design of the PBL/ELM curriculum by teachers depends on a solid **concept-based curriculum chunking** process that needs to happen before teachers are trained and begin the design process. The district is committed to creating this concept map for each of the grade levels and subject areas on the campuses who will be implementing the model. The district is partnering with a provider this summer to train staff to identify the priority standards based on data to inform the concept map/chunks of standards and can use that data analysis process to prepare the curriculum framework for the teachers at these campuses to use for designing units.

Because **technology** use is an integral part of the transformation model and students will need to be able to use a wi-fi enabled device every day for project management, research, accessing online resources and content, and creating products, the district is in the process of evaluating the technology infrastructure at these campuses to ensure it will support the ongoing technology use. District personnel have worked in the past to provide that infrastructure successfully in other implementations for the PBL for ELM in the district, and therefore, have the capacity to determine the needs and provide the resources necessary once the evaluation process is complete if the campus is selected. In addition to infrastructure, the increase in technology devices will need to be taken into consideration for servicing and maintaining those devices over time. The district technology personnel are committed to creating a long-term plan for supporting the maintenance of those new devices.

Any new change requires a lot of **communication** to all stakeholders. CCISD will create a marketing/communication plan to support these campuses by providing clear and consistent messaging to their families, communities, and staff in advance of the transformation process if this campus is selected.

Teacher growth on the campus is the key to implementation and sustainability and the coaching model will ensure that success during the transformation. However, the district curriculum and instruction personnel will attend trainings, and shadow coaching sessions so that messages and expectations are aligned from the district to these campuses and so that teachers are not inhibited by conflicting sets of expectations. In addition, these actions on the part of the district will lead to sustainability of the model after the grant period. The district will also support the campus leader in recognizing and assessing teacher growth and in correcting or removing teachers who are not demonstrating commitment and growth in the transformation model.

CCISD will undergo an in-depth analysis to further determine, in conjunction with the external provider, what additional resources and systems are necessary to support this campus to fully and effectively implement the PBL for ELM transformation model.

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Schedule #16—Responses to Statutory Requirements (cont.)	
County-district number or vendor ID: 178904	Amendment # (for amendments only):

Part 4: Pre-implementation Timeline (OPTIONAL): Provide a description and timeline of activities that the campus will conduct, or has conducted, during the Spring and /or Summer of 2014 in order to prepare for full implementation of the selected intervention model during the 2014-2015 school year. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Sheltered Instruction Observation Protocol (SIOP) Training - In an age of high accountability, SIOP training offers an empirically-validated approach to teaching that helps prepare all students—especially English learners –to become college and career ready. As a framework for organizing instruction, SIOP interventions and strategies support teachers in planning and delivering high-quality instruction for all students.

- February 2, 2014
- March 1, 2014
- March 29, 2014

Lead4ward training is designed for teachers and instructional leaders to connect their understanding of the rigorous standards with effective, specially designed instruction in order to prepare students for success on STAAR, the next grade level and, life after high school.

Lead4ward Training
- August 1, 2014 lead4ward
- August 8, 2014 lead4ward
- August 18, 2014 lead4ward

Positive Behavior Intervention Support (PBIS) is a process for creating school environments that are more predictable and effective for achieving academic and social goals. Through instruction, comprehension and regular practice, all stakeholders use a consistent set of behavior expectations and rules to improve behavior.

Positive Behavior Intervention Support
- Weekly PBIS Campus Support Visits

Engage Learning Model Collaborative Cohort training for a team of 10 teachers and the new administration.
July 2014

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 178904	Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	☒	☒	☒

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	☐	☐	☐
A02	Provide staff development on eliminating gender bias	☐	☐	☐
A03	Ensure strategies and materials used with students do not promote gender bias	☐	☐	☐
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	☐	☐	☐
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	☐	☐	☐
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
A99	Other (specify)	☐	☐	☐

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	☐	☐	☐
B02	Provide interpreter/translator at program activities	☐	☐	☐
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	☐	☐	☐
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	☐	☐	☐
B05	Develop/maintain community involvement/participation in program activities	☐	☐	☐
B06	Provide staff development on effective teaching strategies for diverse populations	☐	☐	☐
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	☐	☐	☐
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	☐	☐	☐
B09	Provide parenting training	☐	☐	☐
B10	Provide a parent/family center	☐	☐	☐
B11	Involve parents from a variety of backgrounds in decision making	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)			
County-District Number or Vendor ID: 178904	Amendment number (for amendments only):		

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	☐	☐	☐
B13	Provide child care for parents participating in school activities	☐	☐	☐
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
B15	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
B16	Offer computer literacy courses for parents and other program beneficiaries	☐	☐	☐
B17	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
B18	Coordinate with community centers/programs	☐	☐	☐
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	☐	☐	☐
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	☐	☐	☐
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	☐	☐	☐
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	☐	☐	☐
B99	Other (specify)	☐	☐	☐

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	☐	☐	☐
C02	Provide counseling	☐	☐	☐
C03	Conduct home visits by staff	☐	☐	☐
C04	Provide flexibility in scheduling activities	☐	☐	☐
C05	Recruit volunteers to assist in promoting gang-free communities	☐	☐	☐
C06	Provide mentor program	☐	☐	☐
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)				
County-District Number or Vendor ID: 178904		Amendment number (for amendments only):		

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	☐	☐	☐
C09	Conduct parent/teacher conferences	☐	☐	☐
C10	Strengthen school/parent compacts	☐	☐	☐
C11	Establish partnerships with law enforcement agencies	☐	☐	☐
C12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	☐	☐	☐
C99	Other (specify)	☐	☐	☐

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	☐	☐	☐
D02	Provide counseling	☐	☐	☐
D03	Conduct home visits by staff	☐	☐	☐
D04	Recruit volunteers to assist in promoting drug-free schools and communities	☐	☐	☐
D05	Provide mentor program	☐	☐	☐
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	☐	☐	☐
D07	Provide community service programs/activities	☐	☐	☐
D08	Provide comprehensive health education programs	☐	☐	☐
D09	Conduct parent/teacher conferences	☐	☐	☐
D10	Establish school/parent compacts	☐	☐	☐
D11	Develop/maintain community partnerships	☐	☐	☐
D12	Provide conflict resolution/peer mediation strategies/programs	☐	☐	☐
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	☐	☐	☐
D99	Other (specify)	☐	☐	☐

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	☐	☐	☐
E02	Provide program materials/information in Braille	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	☐	☐	☐
E04	Provide program materials/information on tape	☐	☐	☐
E05	Provide staff development on effective teaching strategies for visual impairment	☐	☐	☐
E06	Provide training for parents	☐	☐	☐
E07	Format materials/information published on the internet for ADA accessibility	☐	☐	☐
E99	Other (specify)	☐	☐	☐

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	☐	☐	☐
F02	Provide interpreters at program activities	☐	☐	☐
F03	Provide captioned video material	☐	☐	☐
F04	Provide program materials and information in visual format	☐	☐	☐
F05	Use communication technology, such as TDD/relay	☐	☐	☐
F06	Provide staff development on effective teaching strategies for hearing impairment	☐	☐	☐
F07	Provide training for parents	☐	☐	☐
F99	Other (specify)	☐	☐	☐

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	☐	☐	☐
G02	Expand tutorial/mentor programs	☐	☐	☐
G03	Provide staff development in identification practices and effective teaching strategies	☐	☐	☐
G04	Provide training for parents in early identification and intervention	☐	☐	☐
G99	Other (specify)	☐	☐	☐

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	☐	☐	☐
H02	Provide staff development on effective teaching strategies	☐	☐	☐
H03	Provide training for parents	☐	☐	☐
H99	Other (specify)	☐	☐	☐

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 178904	Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	☐	☐	☐
J02	Ensure all physical structures are accessible	☐	☐	☐
J99	Other (specify)	☐	☐	☐

Barrier: Absenteeism/Truancy

#	Strategies for Absenteeism/Truancy	Students	Teachers	Others
K01	Provide early identification/intervention	☐	☐	☐
K02	Develop and implement a truancy intervention plan	☐	☐	☐
K03	Conduct home visits by staff	☐	☐	☐
K04	Recruit volunteers to assist in promoting school attendance	☐	☐	☐
K05	Provide mentor program	☐	☐	☐
K06	Provide before/after school recreational or educational activities	☐	☐	☐
K07	Conduct parent/teacher conferences	☐	☐	☐
K08	Strengthen school/parent compacts	☐	☐	☐
K09	Develop/maintain community partnerships	☐	☐	☐
K10	Coordinate with health and social services agencies	☐	☐	☐
K11	Coordinate with the juvenile justice system	☐	☐	☐
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	☐	☐	☐
K99	Other (specify)	☐	☐	☐

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	☐	☐	☐
L02	Establish partnerships with parents of highly mobile families	☐	☐	☐
L03	Establish/maintain timely record transfer system	☐	☐	☐
L99	Other (specify)	☐	☐	☐

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	☐	☐	☐
M02	Conduct home visits by staff	☐	☐	☐

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	☐	☐	☐
M04	Conduct parent/teacher conferences	☐	☐	☐
M05	Establish school/parent compacts	☐	☐	☐
M06	Provide parenting training	☐	☐	☐
M07	Provide a parent/family center	☐	☐	☐
M08	Provide program materials/information in home language	☐	☐	☐
M09	Involve parents from a variety of backgrounds in school decision making	☐	☐	☐
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
M11	Provide child care for parents participating in school activities	☐	☐	☐
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	☐	☐	☐
M13	Provide adult education, including GED and/or ESL classes, or family literacy program	☐	☐	☐
M14	Conduct an outreach program for traditionally "hard to reach" parents	☐	☐	☐
M15	Facilitate school health advisory councils four times a year	☐	☐	☐
M99	Other (specify)	☐	☐	☐

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	☐	☐	☐
N02	Recruit and retain teachers from a variety of racial, ethnic, and language minority groups	☐	☐	☐
N03	Provide mentor program for new teachers	☐	☐	☐
N04	Provide intern program for new teachers	☐	☐	☐
N05	Provide an induction program for new personnel	☐	☐	☐
N06	Provide professional development in a variety of formats for personnel	☐	☐	☐
N07	Collaborate with colleges/universities with teacher preparation programs	☐	☐	☐
N99	Other (specify)	☐	☐	☐

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	☐	☐	☐
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	☐	☐	☐

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations and newspapers about program activities/benefits	☐	☐	☐
P99	Other (specify)	☐	☐	☐

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	☐	☐	☐
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	☐	☐	☐
Q03	Conduct program activities in community centers and other neighborhood locations	☐	☐	☐
Q99	Other (specify)	☐	☐	☐

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐
Z99	Other barrier Other strategy	☐	☐	☐

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